School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer Valley High School	42-69310-0102285	February 2023	Pending

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pioneer Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Pioneer Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

› Schoolwide Program

The School Site Council of Pioneer Valley is composed of staff, students and parents and meets to discuss PVHS performance and share the school and district LCAP goals, vision and mission statements and expenditures.

Educational Partner Involvement

How, when, and with whom did Pioneer Valley High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SPSA is evaluated yearly by the School Site Council. School Site Council meets monthly, approves the budget, and each month reviews data from various areas that are supported. Examples include
1) Ren Learn placement data - summaries including individual student, teacher class summary, like classes, like grade levels, and departments
2) AP scores- These are broken down by individual course. Components such as study methods, staff trainings and test preparation are shared.
3) Hancock Credit courses- Each year the AHC college credit pathways vary based on instructor pre-requisite, newly completed requirements, and new agreements between our district and local Alan Hancock College.
4) A-G completions - Each year, departments rewrite courses to become A-G approved. This course sequencing changes requires training of counselors and departments and educating the students so they are aware of various pathways offered at each school.
5) CTE pathway completers- These are calculated by department to determine the most productive and highest departments with completers.
6) Orenda common assessments in Math and ELA
7) AHC Hancock Promise Rates

The SSC receives information directly from department chairs, ELAC members, LCAP advisory committee, and parent advisory committee. Each of these groups provide information regarding the focus areas and these are used to determine priorities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

PVHS has identified that our English Learners and our students with disabilities score lower than any other group. This is consistent across the other district schools, other local districts, and across the county and state.
Math scores are consistent across the state of California. It is difficult for students that have not reached Algebra 2 level to perform at a level of meeting standards because the test covers much of Algebra 2 material. Challenges require that students often take 2 math or 2 English classes to try to get students to grade level.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pioneer Valley High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.16%	0.19%	5	5	6
African American	0.3%	0.29%	0.5%	10	9	16
Asian	0.8%	0.48%	0.62%	25	15	20
Filipino	1.9%	2.19%	2.14%	57	69	69
Hispanic/Latino	93.2%	93.76%	93.7%	2,828	2959	3017
Pacific Islander	0.1%	0.13%	0.06%	2	4	2
White	2.9%	2.50%	2.24%	87	79	72
Multiple/No Response	0.2%	0.22%	0.25%	5	7	8
Total Enrollment				3,033	3156	3220

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	803	833	838
Grade 10	854	815	828
Grade 11	791	800	772
Grade 12	585	708	782
Total Enrollment	3,033	3,156	3,220

Conclusions based on this data:

1. Hispanic/Latinos are our highest population subgroup.

2. PVHS continues to grow while our facilities have not.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	469	468	443	15.50%	14.8%	13.8%
Fluent English Proficient (FEP)	1,838	1974	2,059	60.60%	62.5%	63.9%
Reclassified Fluent English Proficient (RFEP)	67			14.3%		

Conclusions based on this data:

1. The number of students varies yearly, and they are not the same students each year.

2. The number of FEPs has increased slightly with each school year.

3. The number of RFEPs has decreased each year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	746	760	737	0	730	725	0	718	721	0.0	96.1	98.4
All Grades	746	760	737	0	730	725	0	718	721	0.0	96.1	98.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2548.	2561.		13.79	15.26		25.35	30.51		31.20	28.16		29.67	26.07
All Grades	N/A	N/A	N/A		13.79	15.26		25.35	30.51		31.20	28.16		29.67	26.07

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		13.95	17.27		59.14	60.86		26.92	21.87
All Grades		13.95	17.27		59.14	60.86		26.92	21.87

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		16.10	18.59		51.27	50.85		32.63	30.56
All Grades		16.10	18.59		51.27	50.85		32.63	30.56

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		9.62	11.56		70.85	72.28		19.53	16.16
All Grades		9.62	11.56		70.85	72.28		19.53	16.16

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		14.23	16.43		65.41	68.52		20.36	15.04
All Grades		14.23	16.43		65.41	68.52		20.36	15.04

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Conclusions based on this data:

1. Because of COVID learning loss, the 21-22 schoolyear testing results will be our new baseline.

2. We will have to focus our efforts in rebuilding student knowledge base in these areas.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	746	761	736	0	730	718	0	729	715	0.0	95.9	97.6
All Grades	746	761	736	0	730	718	0	729	715	0.0	95.9	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2518.	2518.		3.43	5.17		14.68	13.99		24.69	22.66		57.20	58.18
All Grades	N/A	N/A	N/A		3.43	5.17		14.68	13.99		24.69	22.66		57.20	58.18

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	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.04	7.41		41.21	33.85		52.75	58.74
All Grades		6.04	7.41		41.21	33.85		52.75	58.74

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.86	7.27		63.37	60.28		29.77	32.45
All Grades		6.86	7.27		63.37	60.28		29.77	32.45

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		5.35	6.01		63.79	64.62		30.86	29.37
All Grades		5.35	6.01		63.79	64.62		30.86	29.37

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Conclusions based on this data:

1. Because of covid, 21-22 test scores will be our new baseline.

2. As a school, we will have to focus to rebuild the knowledge base of these areas.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1527.0	1519.7	1559.7	1527.5	1502.9	1558.7	1526.0	1536.0	1560.3	133	132	110
10	1542.2	1522.8	1551.5	1543.9	1507.3	1548.9	1540.0	1537.8	1553.6	146	108	123
11	1541.5	1543.3	1552.5	1540.9	1529.7	1549.2	1541.7	1556.2	1555.2	84	96	98
12	1515.3	1541.0	1573.0	1496.3	1541.0	1577.3	1533.8	1540.7	1568.2	60	54	77
All Grades										423	390	408

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	20.31	6.25	24.77	32.03	36.72	40.37	24.22	29.69	16.51	23.44	27.34	18.35	128	128	109
10	15.97	11.43	33.61	31.94	37.14	26.23	35.42	21.90	13.93	16.67	29.52	26.23	144	105	122
11	12.05	12.63	26.53	28.92	42.11	28.57	31.33	28.42	14.29	27.71	16.84	30.61	83	95	98
12	13.79	13.21	27.27	22.41	33.96	40.26	29.31	30.19	11.69	34.48	22.64	20.78	58	53	77
All Grades	16.22	10.24	28.33	30.02	37.80	33.25	30.27	27.30	14.29	23.49	24.67	24.14	413	381	406

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Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	38.28	15.63	38.53	29.69	42.97	33.94	14.06	15.63	8.26	17.97	25.78	19.27	128	128	109
10	33.33	21.90	43.44	33.33	32.38	17.21	20.14	19.05	14.75	13.19	26.67	24.59	144	105	122
11	31.33	24.21	36.73	37.35	42.11	23.47	10.84	17.89	9.18	20.48	15.79	30.61	83	95	98
12	24.14	30.19	46.75	27.59	39.62	28.57	18.97	13.21	5.19	29.31	16.98	19.48	58	53	77
All Grades	33.17	21.52	41.13	32.20	39.37	25.37	16.22	16.80	9.85	18.40	22.31	23.65	413	381	406

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Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.69	3.91	8.26	22.66	18.75	31.19	35.16	40.63	43.12	37.50	36.72	17.43	128	128	109
10	4.17	3.81	10.66	20.14	27.62	27.05	42.36	31.43	30.33	33.33	37.14	31.97	144	105	122
11	4.82	3.16	9.18	14.46	18.95	23.47	34.94	52.63	32.65	45.78	25.26	34.69	83	95	98
12	3.45	0.00	10.39	20.69	13.21	23.38	37.93	47.17	44.16	37.93	39.62	22.08	58	53	77
All Grades	4.36	3.15	9.61	19.85	20.47	26.60	38.01	41.99	36.95	37.77	34.38	26.85	413	381	406

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.51	1.56	24.77	65.35	69.53	57.80	29.13	28.91	17.43	127	128	109
10	6.99	5.71	18.03	62.94	65.71	60.66	30.07	28.57	21.31	143	105	122
11	3.66	5.26	17.35	59.76	67.37	52.04	36.59	27.37	30.61	82	95	98
12	3.45	3.77	11.69	63.79	66.04	64.94	32.76	30.19	23.38	58	53	77
All Grades	5.37	3.94	18.47	63.17	67.45	58.62	31.46	28.61	22.91	410	381	406

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Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	68.75	48.80	62.96	11.72	24.80	19.44	19.53	26.40	17.59	128	125	108
10	72.92	49.51	63.11	13.89	23.30	11.48	13.19	27.18	25.41	144	103	122
11	71.08	58.06	55.10	14.46	22.58	15.31	14.46	19.35	29.59	83	93	98
12	44.83	65.38	71.43	20.69	19.23	10.39	34.48	15.38	18.18	58	52	77
All Grades	67.31	53.62	62.72	14.29	23.06	14.32	18.40	23.32	22.96	413	373	405

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Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.16	7.09	14.68	43.75	43.31	63.30	46.09	49.61	22.02	128	127	109
10	9.72	9.52	14.75	43.06	45.71	49.18	47.22	44.76	36.07	144	105	122
11	4.88	7.37	14.29	39.02	49.47	38.78	56.10	43.16	46.94	82	95	98
12	8.62	1.92	16.88	48.28	50.00	44.16	43.10	48.08	38.96	58	52	77
All Grades	8.74	7.12	15.02	43.20	46.44	49.51	48.06	46.44	35.47	412	379	406

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Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.40	3.23	2.75	72.00	64.52	78.90	25.60	32.26	18.35	125	124	109
10	0.70	2.88	9.84	79.02	64.42	62.30	20.28	32.69	27.87	143	104	122
11	12.35	12.63	17.35	61.73	70.53	51.02	25.93	16.84	31.63	81	95	98
12	12.07	5.66	18.18	51.72	66.04	59.74	36.21	28.30	22.08	58	53	77
All Grades	5.16	5.85	11.33	69.53	66.22	63.55	25.31	27.93	25.12	407	376	406

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There is only one year of ELPAC data due to changes in the test.

2. There are 423 EL students in our school of 3,003.

3. It would be ideal to have additional years of data to make comparisons.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3220	**81.2**	**13.8**	**0.3**
Total Number of Students enrolled in Pioneer Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	443	13.8
Foster Youth	9	0.3
Homeless	874	27.1
Socioeconomically Disadvantaged	2616	81.2
Students with Disabilities	366	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	0.5
American Indian	6	0.2
Asian	20	0.6
Filipino	69	2.1
Hispanic	3017	93.7
Two or More Races	8	0.2
Pacific Islander	2	0.1
White	72	2.2

Conclusions based on this data:

1. Over 80% of PVHS is socioeconomically disadvantaged.

2. PVHS has a small number of foster youth who are served by a partnerrship with Fighting Back Santa Maria Valley.

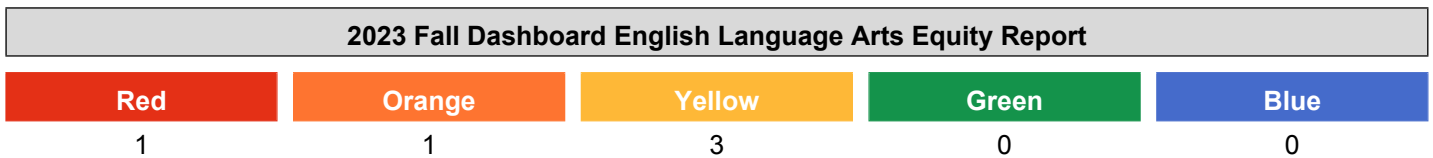# School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Blue		
College/Career Medium		

Conclusions based on this data:

1. The rates for graduation are very high.

2. Math, ELA and EL Progress are all low.

School and Student Performance Data

Academic Performance
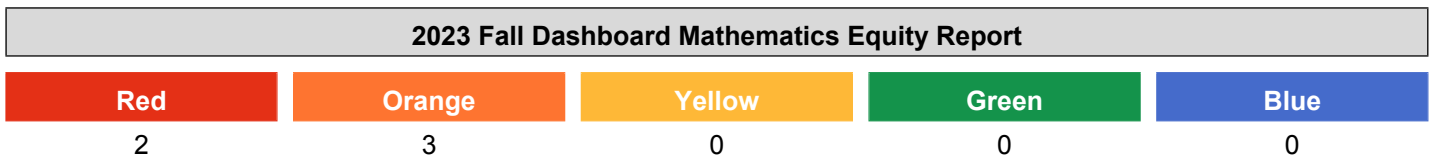### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
20.3 points below standard	119.6 points below standard	2 Students
Increased Significantly +15.5 points	Decreased -8.9 points	
710 Students	154 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
37.3 points below standard	26.8 points below standard	159.2 points below standard
Increased +10.6 points	Increased +14 points	Increased +11.9 points
210 Students	576 Students	74 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	62.5 points above standard Increased Significantly +57 points 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 23 points below standard Increased +12.6 points 672 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	16.7 points below standard Increased Significantly +108.6 points 13 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
156.9 points below standard	93.1 points below standard	0.4 points above standard
Decreased Significantly -24.2 points	Maintained -0.4 points	Increased Significantly +24.9 points
64 Students	90 Students	144 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
107.9 points below standard	184.8 points below standard	2 Students
Maintained -2.2 points	Decreased -6.1 points	
705 Students	152 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Orange
124.9 points below standard	114.6 points below standard	216.6 points below standard
Maintained +1.9 points	Maintained -2 points	Increased Significantly +15.9 points
209 Students	573 Students	74 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	5.3 points above standard Increased Significantly +25.2 points 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 112 points below standard Decreased -3 points 667 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	94 points below standard Increased Significantly +31.7 points 13 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
207.5 points below standard Decreased -7.3 points 62 Students	169.1 points below standard Decreased -6.1 points 90 Students	93.9 points below standard Increased +4.6 points 144 Students

Conclusions based on this data:

1. All students and those who were socioeconomically disadvantaged scored at an average range.

2. EL students and students with disabilities scored below average and decreased.

School and Student Performance Data

## Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
57.2% making progress towards English language proficiency
Number of EL Students: 360 Students
Performance Level: 4
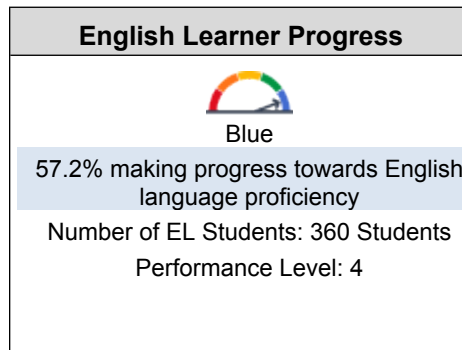
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31	112	2	204

Conclusions based on this data:

1. There are 332 EL students who took the ELPAC test.
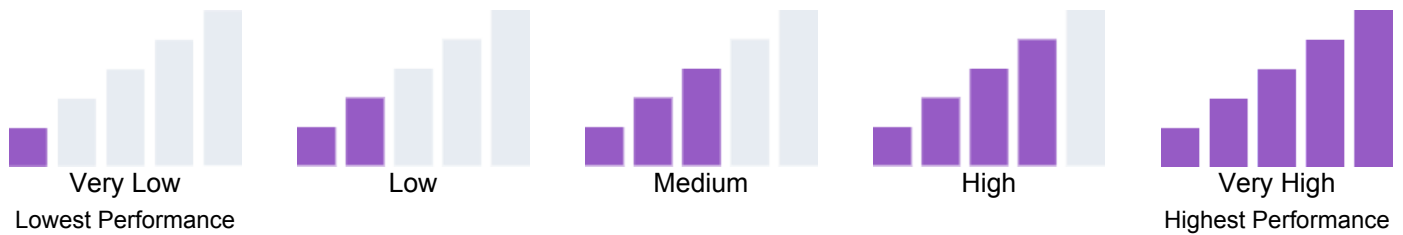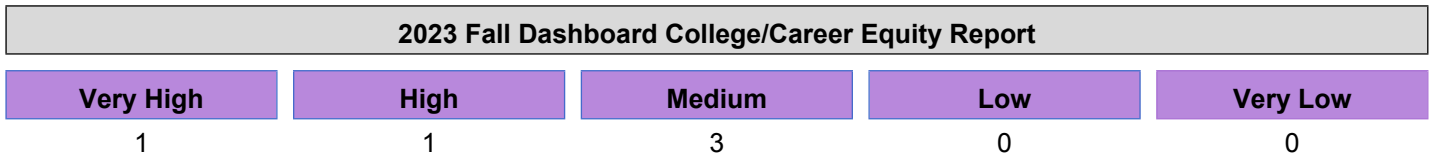
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
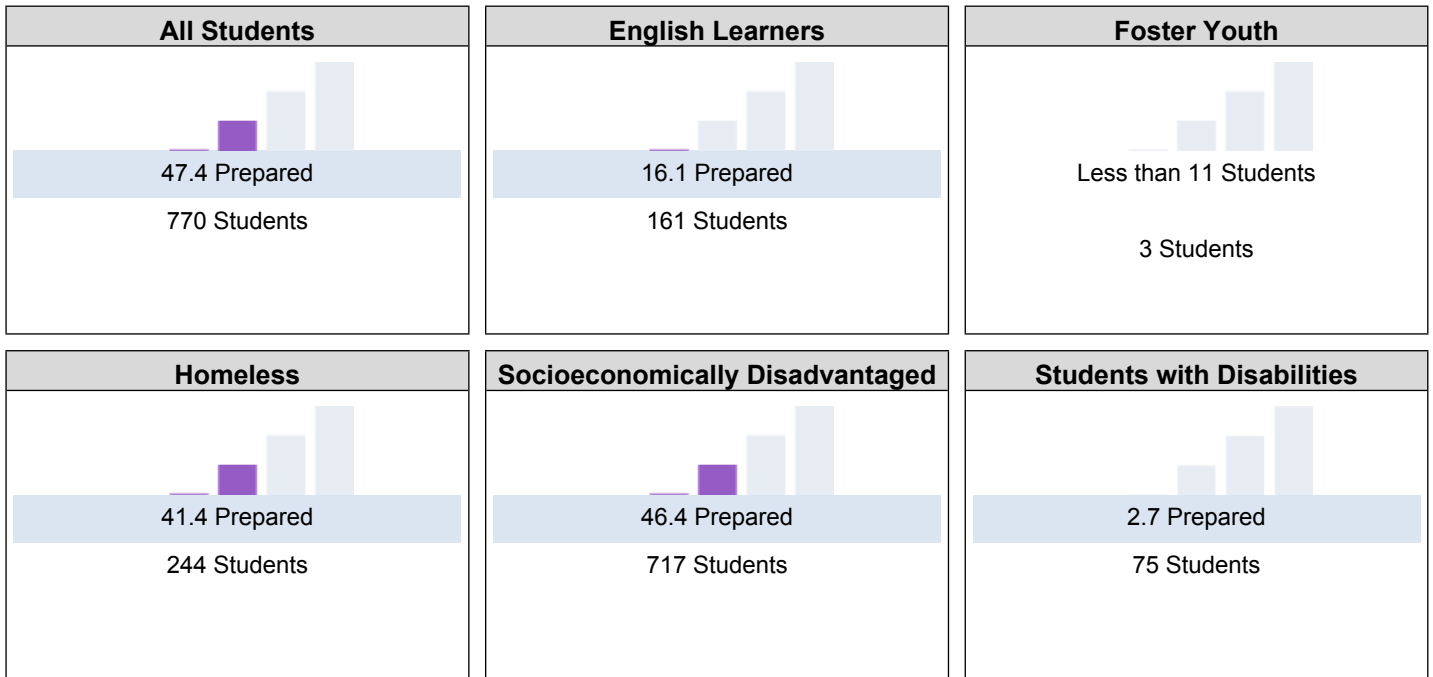
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

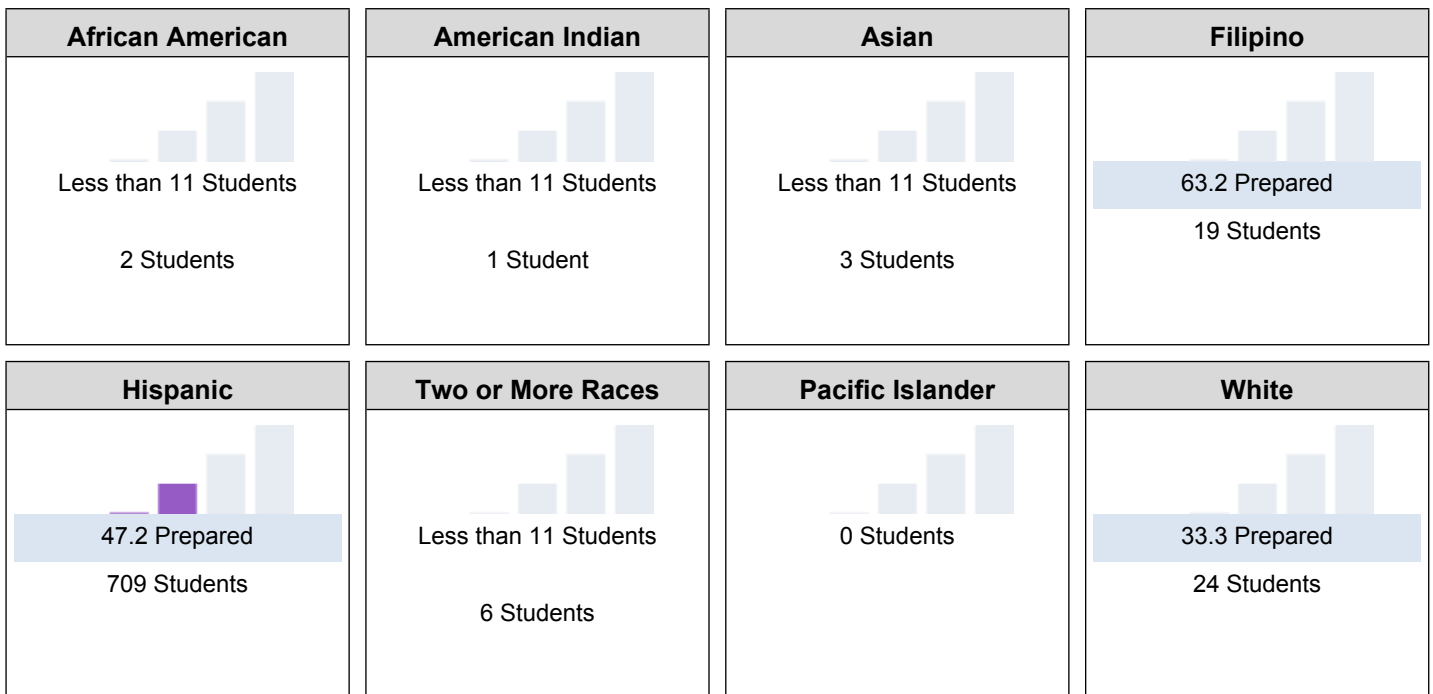| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	1	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students

47.4 Prepared

770 Students

English Learners

16.1 Prepared

161 Students

Foster Youth

Less than 11 Students

3 Students

Homeless

41.4 Prepared

244 Students

Socioeconomically Disadvantaged

46.4 Prepared

717 Students

Students with Disabilities

2.7 Prepared

75 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

Less than 11 Students

2 Students

American Indian

Less than 11 Students

1 Student

Asian

Less than 11 Students

3 Students

Filipino

63.2 Prepared

19 Students

Hispanic

47.2 Prepared

709 Students

Two or More Races

Less than 11 Students

6 Students

Pacific Islander

0 Students

White

33.3 Prepared

24 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
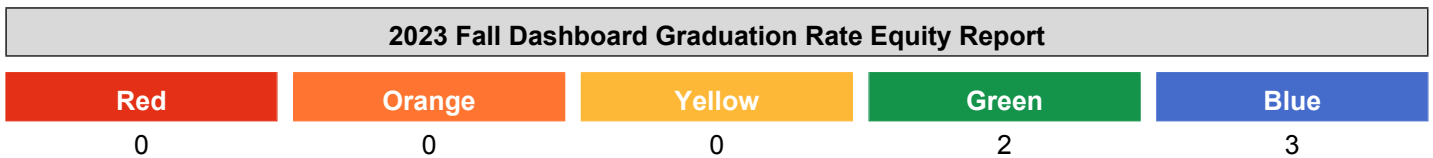### Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
96.5% graduated	91.4% graduated	
Maintained 0.7	Increased Significantly 9	3 Students
772 Students	163 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Blue	Green
94.7% graduated	96.5% graduated	87% graduated
Increased 1.3	Increased 1.1	Increased Significantly 14.7
244 Students	719 Students	77 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	94.7% graduated Maintained -0.7 19 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 96.9% graduated Increased 1 711 Students	Less than 11 Students 6 Students	No Performance Color 0 Students	83.3% graduated Decreased Significantly -16.7 24 Students

Conclusions based on this data:

1. PVHS has a 95.8% graduation rate.

School and Student Performance Data

Conditions & Climate
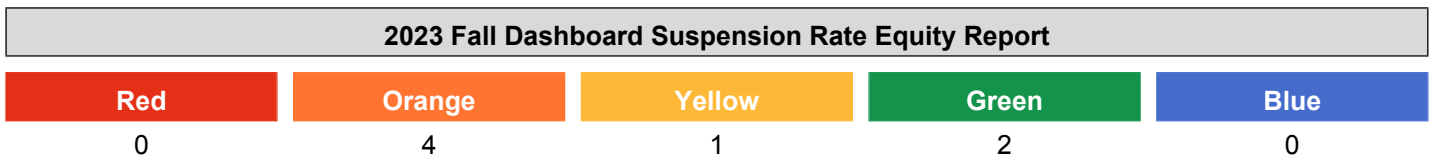### Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	6.7% suspended at least one day
3.6% suspended at least one day	4.8% suspended at least one day	
		Increased 6.7
Increased 1.2	Increased 0.5	15 Students
3367 Students	526 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Orange	Green
3% suspended at least one day	4% suspended at least one day	4.7% suspended at least one day
Maintained -0.1	Increased 1.5	Declined -0.4
1004 Students	2826 Students	384 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
5.6% suspended at least one day	Less than 11 Students	0% suspended at least one day	Orange
18 Students	7 Students	Maintained 0	4.3% suspended at least one day
		21 Students	Increased 4.3
			70 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	0% suspended at least one day	Less than 11 Students	Green
3.7% suspended at least one day	Maintained 0	2 Students	2.7% suspended at least one day
Increased 1.3	19 Students		Declined -3.2
3156 Students			74 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Support Student Achievement
Promote all students' achievement, particularly for low income, foster youth, English learner students, and students with unique needs, emphasizing standards-based instruction and targeted support to meet desired outcomes by 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve college career indicator performance, proficiency in ELA/Math standardized test performance, and access to instructional materials for knowledge.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Common core support material	CAASSP scores	Increase by 2% each year beginning in 2023
Access to new supplemental Instructional Materials	Currently all students have access to Instructional Material.	Maintain 100% access to Instructional Material.
Intervention and support	Number of instructional aides	Increase IA support by
Training in assessment management service	Number of trainings offered in 2022 - 2023	Increase number of trainings offered in 2023 to present

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 The Common Core State Standards for Math, English and Science require students to be able to take that standardized test online. Practice tests have been purchased and are practiced and should	ALL	16,639.00 Title I

result in increased scores in departments of English, math, science. Spare student tablets are available in case students have non-functioning units. In addition, supplemental materials including workbooks, site online licenses provide additional curriculum that enhance the learning experience for the student. 1.2 Supplemental resources include replacement printers, LCD projectors, replacement Tatungs speakers/sound bars, and DVD/VCR players and a multi-media station to be placed in the library for student access. We currently have three mobile labs available to staff for daily checkout. These labs require wiring, licenses, infrastructure, memory upgrades, hardware replacement, keyboards, PLATO support, batteries for mobile laptop carts. Throughout the campus, we currently have 336 computers available for student use throughout the day. Students taking advantage of library services such as peer tutoring and adult tutoring require the need to be able to print and create for their classes. In addition, campus copiers provide support to classroom teachers. This also includes music equipment for the choir and band class. Research demonstrates that the inclusion of multi-media technologies in the classroom increases students' retention of course material. Multimedia learning occurs when learners encode into their memory using both visual and auditory information, such as when they listen to an instructor discuss research and watch the instructor display the result of the research on the board. There can also be cognitive benefits to using key technological aids that improve students' study strategies and retention of course material. Effectiveness will be measured through multiple assessments including progress-monitoring, state mandated test results and through progress/semester grades. 1.3 Ethnic and gender studies is an area where we continue to offer training. Staff have the opportunity to attend conferences, learn the latest developments and strategies and purchase books or curriculum assisting to trained to better communicate with the students and parents. 1.4 was removed from LCAP 1.5 Intervention and support is being assisted by 2 new counselors who were hired in 2020-2021. These counselors focus on students with low grades and numerous discipline infractions and hold student conferences and parent meetings. 1.6 Progress monitoring and student placement - English and math tosas test all 9, 10, and 11 grade students 3x a year. 1.7 Intense literacy intervention support - This intense intervention is done through computer		College & Career Center support including Zello infrastructure/licenses, program awards including lanyards, medals, recognition pins, honor cords, field trips, conferences, evening events, career day, posters; school promo items for the events Title I Professional Development - training, conferences, workshops / professional books Title I Classroom technology upgrades including but not limited to printers, monitors, speakers, Ipads, boomboxes, scanners, styluses, power strips, ceiling mounted projectors, document cameras, charging stations, calculators, batteries, music equipment and wiring (1.2); Learning Center computer lab upgrades; software updates; support for campus and mobile labs Title I Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers. Support for standardized testing also comes in the form ancillary materials which include books, online materials including licenses and access to content that enhances the standardized curriculum that will be seen on the test Title I Parent Engagement - mailers, translations, notifications for ELPAC, ELAC, standardized testing Back to School Nights, Special Support, Parents on a Mission, Panther Forum for Parents, registration nights and technology trainings

	adaptive technologies, teacher led instruction and individual targeted instruction strategies.

1.8 Reading comprehension support - Reading intervention programs through online and supplemental materials are offered for students reading at grade 3 level.

1.9 - Academic writing support - Formative writing software is used across English department and assigned as frequent writing assignments.

1.10 - Comprehensive intervention curriculum - This is for students with special needs and includes anything necessary to offer individual guidance, analyze students performance, and keep track of progress on IEPs. Release time will be provided to staff needing time to work in SIRAS, investigate materials for support | | Title I

On Track Credit Recovery - 32 weeks after hours support (1.4)

Title I

Remediation/Intervention/EL/L2 Support - English & math flex literacy materials, READ 180, iXL math software, reference guides, subs, progress monitoring, testing, printing (1.1)

Title I

Registration and master board build support including certificated and classified staff for evening/Saturday registration, release days/subs for board build days, supplies

Title I

PLC meetings and Common Core professional development

Title I

Planners for students to encourage study habits, mindfulness, and attention to deadlines. Planners encourage students to keep track of their classes and homework. This years planner will be bilingual. |
| 1.2 | | | |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Planners assisted students in learning techniques to perform better in school. Technology was available for students to access which increased performance..

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have been some transitions in the programs we will be using for next year so there will need to be some updates in the names of software.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Standardized testing continues to be all digital. We may need to add something in the form of preparation to aide our students for success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Respectful and Caring Culture
Create a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all stakeholders.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Build in supports for students, families and staff to feel connected to school through engaging experiences, recognition for academic and socioemotional growth, and notifications home and on campus promoting positive behavior.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Restorative justice training	Increase from year to year	Less discipline on campus
Parent engagement programs	# of programs in 2023	# of programs in 2024
School climate surveys	Increase positive responses on student, family and staff responses	Increase 3-4 percent in each area
Increase athletic opportunities		
Increase extracurricular opportunities		

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	various	2.1 Restorative justice professional development and training opportunities.	16,639.00 Title I

		Collaboration with IAs and BIAs and opportunities for paraprofessionals.	Professional Development - training, conferences, workshops / Registration and master board build support including certificated and classified staff for evening/Saturday registration, release days/subs for board build days, supplies
		2.2 Parent engagement programs. Staff will be available in the evening as needed.	
			Title I
		2.3 Surveys to be administered to staff, family, and students to build trust. Expenses may include time for staff to collect or study data for training opportunities.	Parent Engagement - mailers, translations, notifications for ELPAC, ELAC, standardized testing Back to School Nights, Special Support, Parents on a Mission, Panther Forum for Parents, registration nights and technology trainings. Classified hours for parent meetings (all grades), tech support, emergency student supervision during crisis, academic support afternoon meetings, truancy meetings
		2.4 Cultural proficiency materials and access to curriculum for staff and students	
		2.6 Athletic program support - This is available to all students with free entry to athletic events and opportunities for students to get involved. Expenses include offering staff and activities in the evenings. This will support special education students with experiences like general education students.	Title I
			TOSA - English & Math salary. These staff members provide educational opportunities for parents to learn about school performance and opportunities and resources to improve
			Title I
		2.7 Activities program support - This is available to all students with free entry to athletic events and opportunities for students to get involved. Expenses include offering staff and activities in the evenings.	College & Career Center support including Zello infrastructure/licenses, program awards including lanyards, medals, recognition pins, honor cords, field trips, conferences, evening events, career day, posters; school promo items
			Title I
			Remediation/Intervention/EL/ L2 Support - English & math flex literacy materials, READ 180, reference guides, subs, progress monitoring, testing, printing (1.1)
			Title I

| | | | | Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers. This support also comes in the form of additional materials that are purchased for our students and families to prepare for and perform well on standardized testing. This is done through the purchase of ancillary materials that help to improve student knowledge

Title I

Student Advisory, Link Crew, Academic/Behavior Pyramid, Restorative Approach support including release days for planning supplies, incentives, conferences, motivational speakers, team-building field trips / AVID support to include release days for planning, annual conferences, summer trainings, articulation, supplies

Title I

12 Three wheeled scooters with helmets to enable students to have access to outdoor experiences and culture of equity with other PE students.

Title I

Classroom technology upgrades including but not limited to printers, monitors, speakers, Ipads, boomboxes, scanners, styluses, power strips, ceiling mounted projectors, document cameras, charging stations, calculators, batteries, music equipment and wiring (1.2); Learning Center computer lab upgrades; software updates; support for campus and mobile labs

Title I

PLC meetings and Common Core professional development |
|---|---|---|---|---|

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This goal provided trainings and a opportunity to support PLCs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are some programs that will be discontinued- zello, etc.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Promote CTE Pathway Engagement, Access & Equity
Promote CTE pathway engagement, access and equity for all students and particularly low income, English Learners, and foster youth students, assuring the opportunity to develop and demonstrate competencies articulated in industry standards as completers of a pathway.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase opportunities for student certifications, student experiences throughout CTE pathways and CTE related experiences.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of CTE courses offered	# in 2023	# in 2024
# of certifications obtained by students	# in 2023	# in 2024
# of staff eligible to teach CTE courses	# in 2023	# in 2024
# of CCI students that qualified by being a CTE pathway completer + another measure	# in 2023	# in 2024

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1		3.1 Career Technical Education Certifications - Staff have made connections with	16,639.00 Title I CTE certification licenses

| | | agencies and online tech groups to get certification options for students

3.3 CTE Equipment Support
Equipment needed for on campus CTE courses will be supported in the form of supplies, opportunities and research as found by staff. This will include equipment to expand CTE learning opportunities.

3.5 CTE professional development - Opportunities for staff to have release time for CTE observation to research education needed to become CTE certified. This will provide release time to research other potential CTE pathways that can be introduced through current courses, and examine qualifications to examine pathways and see if we have additional Introductory and capstone courses.

3.6 PV will provide training, observation, support for students and staff to analyze data and collect data regarding students who are CTE compliant and find ways to increase the number of students who qualify. | Title I

Release time for staff to learn about CTE program and opportunities to train to become CTE teachers/professional development

Title I

Remediation/Intervention/EL/L2 Support in CTE courses, brochures and catalogs for advertisement and notifications

Title I

Specialized equipment that can expand or enhance CTE knowledge and assist in learning a skill towards a pathway

Title I

Support for staff to create updated documents and information for counselors and teaching staff regarding benefits of CTE program

Title I

PLC meetings and CTE professional development |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

CTE continues to be a valuable program.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

CTE has required some changes in how we specify capstone/completer courses and the sequences. State language often causes calpads errors which we must address in course sequencing and offerings.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Build College and Career Readiness
Continue to provide college and career services and academic support to all students, particularly low-income students, English learners, and foster youth in a college going environment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Strengthen supports through staffing positions who provide counsel, resources, intervention, access, translation, tutoring, and credit recovery options and services.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of AVID students enrolled at PVHS	Number in 2023	Number in 2024
Number of recovered units through OTCR	Number of courses recovered in 2023	Number in 2024
Graduation percentage	From 2023	To 2024
Higher performing foster and homeless youth	Percentage in both areas in 2023	Percentage in 2024

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 PVHS will support counseling services and fund evening work for counselors to work with parents and families to educate all stakeholders regarding the benefits of college attendance. This	All	16,639.00 Title I

will be done through mailers, postcards, informational evenings, webinars and zoom chats.

4.2 PVHS will support and budget to accommodate incoming feeder AVID students. The master schedule will be built to support avid and have release time embedded to sustain and improve the avid program. Professional Learning Communities/PLCs are established in avid and release time will be provided to meet periodically throughout the year to develop and refine curriculum in progress toward common core. Professional books may be purchased for staff and students for the avid course.

4.3 PVHS will offer paraeducators opportunities to attend professional development and training with their teachers to determine best ways of supporting all students including EL and sped students.

4.4 PVHS will offer support to crisis group services and consultation to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs. These will promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas. This will be done in student groups such as Student Advisory/Link Crew /Intramural program / SST students and includes release days for planning, supplies, student luncheons, motivational speaker, school improvement posters, team building field trips, and bulletin boards for campus hallways to post student information.

4.5 PVHS will partner with EAOP in supporting nighttime PV staff to work in conjunction with EAOP to complete college applications, FAGSA, Dream Act and informational evenings for student success.

4.6 PV will place a priority on the VPA program and support the purchase of any extra enhancing equipment in the Performing Arts Center to benefit the performing arts including choir, band, drama and art.

4.7 PV will place a priority on providing translation for all events in English, Spanish and Mixteco.

4.8 PV will offer trainings for parents in the evenings by counselors and career center staff to train parents on the benefits of Aeries, Canvas and Formative.

4.9 PVHS will use Title 1 to pay for students and adults to be tutors in the library before and after school. Students have been selected from high performing Advanced placement courses and are monitored by a certificated staff member who pairs

Parent engagement and informative mailers regarding school information about student performance including notifications for ELPAC, ELAC, standardized testing Back to School Nights, Special Support, Parents on a Mission, Panther Forum for Parents, registration nights and technology trainings

Title I

Registration and master board build support including certificated and classified staff for evening/Saturday registration, release days/subs for board build days, supplies to support avid

Title I

Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers. These all build college and career readiness/professional development and training to increase C C readiness

Title I

Student Advisory, Link Crew, Academic/Behavior Pyramid, Restorative Approach support including release days for planning supplies, incentives, conferences, motivational speakers, team-building field trips / AVID support to include release days for planning, annual conferences, summer trainings, articulation, supplies. Each of these activities promote a well rounded student and college and career readiness

Title I

Classified hours for parent meetings (all grades), tech support, emergency student supervision during crisis, academic support afternoon meetings, truancy meetings

tutors and tutees. Planners will be purchased for all students who want one. 4.10 and 4.11 Students who qualify for foster youth will be offered assistance through groups, support and meetings held on campus. Staff may supply resources for learning and promoting strong academics and an emotional wellness base. Teachers and paraeducators may request resources to be purchased for these groups as needed with the target of high performing foster youth. 4.12 Students who qualify as homeless will be offered assistance through groups, support and meetings held on campus. Staff will supply resources for learning and promoting strong academics and an emotional wellness base. Teachers and paraeducators may request resources to be purchased for these groups as needed with the target of high performing students who qualify as homeless. 4.13 the OTCR program will require ancillary notebooks for students who are earning credits from past failed courses. Students will receive training from staff and additional hours to assist students in the process of learning the OTCR program and recovering units. 4.14 Students will enhance their learning and prepare for standardized testing through computer programs to be used to enhance learning in the areas of Social Science, Science, Math and English.		Title I PLC meetings and Common Core professional development Title I College & Career Center support including infrastructure/licenses, program awards including lanyards, medals, recognition pins, honor cords, field trips, conferences, evening events, career day, posters; school promo items

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This goal was used to enhance the many nighttime events to support student performance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Technology Support
Provide technical support to all students and particularly low-income, English learners and foster youth, to achieve college and career readiness in the 21st century.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Provide training, support, infrastructure and resources for all with technology.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent education level on technology	Number of parents who register online vs those who do paper registration in 2019	Number of parents who register online vs those who do paper registration in 2022
Number of tech requests completed on student tablets	This number should decrease from August 2022 to June 2023	Students should become more comfortable troubleshooting on computer
Canvas and Formative Use	Increase in use	

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	5.1 PV will develop staff professional growth activities to increase technological skills of all staff to increase student achievement	All	16,639.00 Title I

5.2, 5.3 5.4 PVHS will support one on one devices by providing chargers, charging stations and extra hardware as needed for student laptop repairs and loaners. Current technology needs include 36 charging stations. These have been requested by staff so that students can charge tablets and access online curriculum. At least 4 color printers have been requested for student printing capabilities, specifically in the CTE courses where hands on experiences occur daily. Wireless displays for classrooms automatically display and capture the teacher table image and transfer the image to student tablets. This technology has been a great tool and has increased learning for demonstration and student achievement. There are currently multiple Tatungs that need to be replaced at PVHS. These are the norm, and not the exception. Each of these require speaker capability. An additional computer will be purchased to enhance and add to the features in learning the light and production board and sound board in the performing arts center and one additional camera for digital arts course. 5.4 Increase knowledge for students by paying teachers to tutoring after school that includes accessing the laptops and learning to use them properly. 5.5 Providing parental technical support to parents by evening trainings that provide examples and opportunities to learn how their students use the laptops at school.		Salaries for TOSAs - Math, English, Social Science, Science and EL, Tech TOSA Title I Professional Development - training, conferences, workshops on how to use tablets, access Canvas and Aeries and Parent Square Title I Support for computer maintenance in library for after school tutoring students who access computer labs in the Learning Center computer labs and career center. These upgrades include software updates, repairs and regular maintenance Title I Technological aides for curriculum that has online components. This includes ancillary licenses for textbooks so students may access additional resources such as videos, music and documents to understand core class material. Title I Remediation/Intervention/EL/L2 online Support program purchases - English & math flex literacy materials, READ 180, reference guides, subs, progress monitoring online testing, printing (1.1); Online access subscriptions Conjuegamos, Quizlet, TCI, Zambombazo Title I Purchase extra charging cords for tablets Title I Classified hours for parent meetings (all grades), tech support, emergency student supervision during crisis,

			academic support afternoon meetings, truancy meetings

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Provide a Safe, Secure, Healthy Environment
Provide a safe, secure, and healthy environment for all students, particulary low-income, English Learners, foster youth, and staff, focusing on a positive school climate that enhances students and stakeholder engagement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A safe a secure environment is measured by less suspensions, less discipline, and increased graduation rate and school climate surveys.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Security presence	Number of security in August of 2022	Increased security and extra hours by June of 2023
Increased attendance across all grade levels		
Positive school environment through posters encouraging student involvement and activities		
Restorative training sessions	Number of student sessions and mediation in 2022-2023 school year	

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1		All students	16,639.00 Title I

				Posters for campus encouraging safety, avoiding drug use, getting involved and having a good disposition towards school and high performance
				Title I
				Signs for exterior buildings to build school pride and label areas for new students
				Title I
				Restorative conflict mediation sessions for students with disagreements
				Title I
				Training for staff to run positive choices groups and conflict mediation sessions. Training and staff development in the areas of social emotional health, multi-tier systems of support, and ways to reduce stressors and increase well being

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$116,473.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$116,473.00

Subtotal of additional federal funds included for this school: $116,473.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $116,473.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		

Expenditures by Funding Source

Funding Source	Amount
Title I	116,473.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	116,473.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,639.00
Goal 2	16,639.00
Goal 3	16,639.00
Goal 4	16,639.00
Goal 5	16,639.00
Goal 6	16,639.00
Goal 7	16,639.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Shanda Herrera	Principal
Jessica Zambrano	Classroom Teacher
Jay Edwards	Classroom Teacher
Laura Baines	Classroom Teacher
Hallie Smith	Classroom Teacher
Araceli Mandujano	Other School Staff
Irma Gonzalez	Parent or Community Member
Fabiola Montoya	Parent or Community Member
Alan Brafman	Parent or Community Member
Henry Valdez	Secondary Student
Johnny Chavez	Secondary Student
Jeselle Vega	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Paul Colli	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2/10/22.

Attested:

Signature	
Sherie Sy	Principal, Shanda Herrera on 3-19-22
Henry Vald	SSC Chairperson, Henry Valdez on 3-19-22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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